# CYBERBULLYING
# Understanding and Addressing Online Cruelty

According to the Pew Internet & American Life Project, almost 90% of youth in the U.S. are online and 50% have a cell phone.  For the current generation of young people, e-mailing, IM-ing, text messaging, chatting and blogging are a vital means of self-expression and a central part of their social lives.

There are increasing reports, however, that some youth are misusing Internet and cell phone technology to bully and harass others, and even to incite violence against them. The organization, Fight Crime: Invest in Kids, reports that more than 53% of young people have been the targets of cyberbullying.  In another survey, almost 80% of Internet-using adolescents indicate being aware of cyberbullying that occurs online and over one-third report that they have seen their friends bully others online.  For some of these youth, online cruelty may be a precursor to more destructive behavior, including involvement in hate groups and bias-related violence.

The impact of bullying has been well documented—studies have shown that difficulty making friends, loneliness, low self-esteem, depression, poor academic achievement, truancy and suicide are all associated with being bullied.  In addition to these risk factors, the targets of cyberbullying may be subject to additional distress due to the pervasive and invasive nature of modern communication technology: cyberbullying messages can be circulated far and wide in an instant and are usually irrevocable; cyberbullying is ubiquitous—there is no refuge and victimization can be relentless; and cyberbullying is often anonymous and can rapidly swell as countless and unknown others join in on "the fun."

Despite the prevalence and impact of cyberbullying, many adults are unaware of the problem due to a lack of fluency in new technologies, limited involvement in and oversight of youth online activity, and strong social norms among youth against disclosure of online behavior.

This issue of Curriculum Connections provides educators with the tools to increase awareness about the problem of cyberbullying among their students.  Each lesson introduces age appropriate information and skills that encourage youth to think critically about Internet communication, develop empathy for others, respond constructively to cyberbullying and online aggression and interact safely on the Internet.  The resources in this edition of Curriculum Connections will be an important part of your school's broader efforts to foster an increased culture of e-safety and respect for differences among youth.

# Elementary Level Lesson:
# Building a Foundation for Safe and Kind Online Communication

*Rationale:* The purpose of this lesson is to encourage safe and kind Internet communication among young children, and to provide students with basic skills for responding productively to online bullying and social aggression.  Students use literature, fictional scenarios and creative expression to explore the ways in which Internet communication can amplify hurtful words and to practice responses to hurtful online messages.  Students also focus on ways that they can use the Internet to make others feel good and implement online kindness projects in class.

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**NOTE:**  This lesson focuses only on the ways in which children communicate with peers online. It is not intended to be a comprehensive approach to Internet safety, which should address topics such as predatory behavior, privacy and the safeguarding of identity.  For resources on these broader issues, consult the organizations listed in Cyberbullying Resources.

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*Objectives:*

- Students will increase their awareness about the damaging power of the Internet to spread hurtful words.
- Students will learn and practice strategies for responding safely and positively to online bullying and social aggression.
- Students will explore ways to use the Internet to promote kindness and self-esteem.

*National Standards* (.pdf format -35 KB - requires Acrobat Reader)

*Age Range:* Grades 2-5

*Requirements:*

> Handouts and Other Documents: (.pdf format -35 KB - requires Acrobat Reader)
> - *Emoticons* (one for teacher use)
> - *How to Handle Hurtful Messages* (Optional; one for each student)
> - *Scenarios: Online Bullying and Social Aggression* (Optional; one scenario for each small group)
> - *How Would You Respond?* (Optional; one for each small group)
> - Internet Safety Pledge (see Netsmartz, for example) (one for each student)
>
> Other Materials: One copy of *Yettele's Feathers* by Joan Rothenberg (or another story from Resources for Educators: "Feathers" Stories), chart paper and markers, paper, pencils, assorted art supplies for drawing pictures (optional), computer and Internet connection (optional)

Advance Preparation
- Reproduce handouts as directed above.
- Obtain a copy of *Yettele's Feathers* or a similar story (see step #1).
- Copy the symbols from the handout, Emoticons, on to a large sheet of chart paper. Alternatively, copy the handout onto an overhead transparency or save it to a laptop and make arrangements to project the image on to a screen (see step #4).
- (Optional) Copy the information from the handout, How to Handle Hurtful Messages, onto a sheet of chart paper.
- (Optional) Cut the handout, Scenarios: Online Bullying and Social Aggression, into strips, one for each small group (see step #7).
- (Optional) Write the poem from *Feathers* by Heather Forest on a sheet of chart paper (see step #11).

Time: Approximately 2-3 hours or 3-4 class periods

***Techniques and Skills:*** analyzing literature, brainstorming, case study, cooperative group work, forming opinions, identifying feelings, large and small group discussion, reading skills, social action, using the Internet, writing skills

***Key Words:*** bullying, e-mail, emoticon, gossip, instant messaging, Internet, journal, text message, threat

***Procedures:***

**Part I: The Nature of Internet Communication (60 minutes)**

1. Read aloud to students *Yettele's Feathers* by Joan Rothenberg, using the questions below to discuss the story.
   - Why did Yettele spend so much time "minding other people's business"?
   - How did Yettele get the wrong idea when she saw Yussel Farfel help himself to the apple? What happened when Yettele spread her version of the story?
   - Have you ever jumped to conclusions about someone's behavior without knowing the whole story? What happened as a result?
   - Was it enough for Yettele to say, "I didn't mean to cause trouble" and "I'm very sorry and I take it all back"? Why is it difficult to "take back" harmful words once they have been spread?
   - Did you agree with Yettele when she said that her stories are "only words, not rocks and stones" and that they can cause "no more harm than a feather"? Do you think gossip and mean words are more like rocks or feathers? Why?
   - How did the Rabbi help Yettele to understand the effect of her stories on other people?
   - How did Yettele learn to turn her fondness for talking into something positive?
   - Can you think of ways that you might use your words to make other people feel good?

**NOTE:** If you are unable to find a copy of *Yettele's Feathers*, read aloud or tell another version of the story using one of the sources listed in the handout, Resources for Educators: "Feathers" Stories.

2. Point out that in Yettele's time, information was communicated from person to person via word of mouth. Ask students how information is communicated in their world today. Suggest that the Internet is the newest way in which people today communicate. Conduct a brief "physical survey" to determine the extent to which students utilize Internet technology. Have students form a circle and ask them to step into the middle if they have ever sent or received an e-mail, and then to step back out. Repeat this process using the prompts below. (If there are space or other limitations, have students raise their hands from their seats in response to each prompt).

   - Step in if you've ever played games with other people online.
   - Step in if you've ever chatted or Instant Messaged with friends online.
   - Step in if you've ever posted a journal entry or a message online.
   - Step in if you've ever visited a Web site to that helps you to make new friends.
   - Step in if you have your own cell phone.
   - Step in if you've ever sent or received a text/picture/video message on your phone.
   - Step in if you use the Internet or e-mail at least once per week.
   - Step in if you use the Internet or e-mail every day.

   **NOTE:** While some of the items in this survey may seem advanced for young children, the reality is that children as young as five and six are exposed to "grown-up" technologies through older siblings and marketing that seeks to indoctrinate the next generation of users. Sites such as Club Penguin and Webkinz, for example, introduce young children to online games, virtual shopping, social networking and buddy lists. The survey above will help you to learn who among your students is already active and who remains inexperienced with regard to Internet communication.

3. Ask students to think about how communication via the Internet, e-mail, text messaging, etc. is like the "feathers in the wind" from the story about Yettele. Have students (either individually or in small groups) write a story, draw a picture or design a cartoon that illustrates their ideas. When students are done, post their work around the room and ask for a few volunteers to share what they have created. Emphasize that messages sent out over the Internet can spread instantaneously to many people and that it is often impossible to take them back once they are out there.

**Part II: Responding to Hurtful Messages (45 minutes)**

4. Introduce students to the Emoticons prepared prior to the lesson. Describe to students how these symbols are used to convey feelings in electronic communications and make sure that students understand what each one means.

5. Remind students that in the book, Yettele's words and stories were hurtful to many people. Ask students if they have ever experienced hurtful words or mean behavior while on the computer and allow several students to share their experiences, making sure they do not reveal the names of others who may have been involved. After each anecdote, ask how the student responded and how the incident made the student feel. Invite them to indicate their feelings by sticking a small Post-it with their names next to the appropriate emoticon introduced earlier.

6. Comment that when we are sad, scared or mad, we sometimes react to hurtful messages in ways that are not helpful. Tell students that they are going to spend some time in class practicing how to respond to some made-up messages so that they will be prepared to do the right thing if such incidents occur in real life.

7. Review with students the information in the handout, How to Handle Hurtful Messages. Depending on the age and ability of your students, this can be done by distributing copies of the handout to each student, writing the information up on chart paper or reviewing the information verbally.

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   **NOTE:** There are two versions of this handout; the first has simplified and less text. Use the one that is most age appropriate for your students.

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8. Have students practice responding to the situations in the handout, Scenarios: Online Bullying and Social Aggression. Depending on the age and ability of your students, choose one of the following options:
   a. Whole Class Discussion: Read the first scenario aloud and ask students to suggest a positive response. Reinforce the strategies reviewed earlier and, if students suggest inappropriate responses, explain why they are not safe or constructive. Repeat this process for as many scenarios as time allows.
   b. Small Group Investigation: Divide the class into groups of 3-4 students. Cut the handout into strips with one scenario on each, and provide each group with one strip. Instruct groups to read their scenario and discuss positive responses, drawing upon the strategies reviewed earlier. Have groups write or draw their response on the handout, How Would You Respond? When groups are done, reconvene the class and allow each group to share its work. Make sure to reinforce the strategies reviewed earlier and to discourage unsafe or inappropriate ideas that may surface.

## Part III: Using the Internet for Positive Purposes (time will vary)

9. Reinforce with students that although some people use the Internet to hurt others, most people use it for positive purposes. Suggest that the Internet can be a wonderful tool for making people feel connected and cared for. Introduce students to one of the programs below and discuss how it might be implemented in their class or school using Internet technology to enhance the effects:

- **Random Acts of Kindness**: Inspires people to practice kindness and to "pass it on" to others; includes ideas for creating a class "Kindness Site."
- **Pay It Forward Movement**: Seeks to change the world "one favor at a time"; features a PIF in Schools page with stories about how kids are "paying it forward" in their schools.

10. Ask students for ideas about ways that they might implement one of the programs above, using the Internet to make people feel good. List their ideas on a sheet of chart paper and come up with a plan to execute one or more of the ideas. Some examples are:

- Send an e-mail to a far-away friend or relative letting them know that you are thinking of them.
- Send an e-card to someone who is sick or needs cheering up.
- Create a Web site or Web posting to raise money, goods or awareness about a special charity or for people in need of help.
- Create a Web journal that celebrates students' special talents and interests.
- Create a class "Kindness Site" and share it with other students, parents, teachers, etc.
- Create a class "Paying it Forward" newsletter and post/distribute it online.

11. Encourage students to be good "netizens" by always being safe and kind in their online communications. Send home a Safety Pledge for families to go over and sign together (see NetSmartz, for example).

12. Conclude the lesson by posting and reading together the following poem from the story, *Feathers*, as an ongoing reminder to students:

Words, like feathers fly
In the wind, in the wind.
Reaching far and wide,
In the wind, in the wind.
Careless words, tossed about,
Cannot again be swallowed up.
Tongues like swords can cut the heart.
Words fly out.
The rumors start…

Cruel words like feathers fly.
Cruel words reach far and wide.
They leave the mouth a bitter rind.
May all your words,
my friends, be kind.

*Forest, Heather. 2005. Feathers. Atlanta, GA: August House Publishers, Inc. Reprinted with permission.*

# Resources for Educators: "Feathers" Stories

There are many versions of the "Feathers" story, which uses the imagery of feathers scattered by the wind as a metaphor for the dangers of gossip and the irretrievable nature of unkind words that have been dispersed in the community.  The original story has been attributed to the Hasidic Rabbi, Levi Yitzhak of Berditchev, but can be found in the folklore of various faith traditions as well as in literature on peace education and conflict resolution.  Below is one version of the story as well as additional sources that are all appropriate for young children.

## The Chicken Story — A Tale of Regret

Once there was a foolish woman in a small village, who spread some gossip about another woman in the village. Before long the foolish woman began to feel remorse about what she had done, so she went to the wise man of the village to ask him what she could do to make things right. The wise man listened carefully to her story, thought for a moment, and then told her to go to the market and buy a chicken. On the way home from the market she was to pluck that chicken letting the feathers fall along the path. The next day she was to come back and see the wise man again.

The foolish woman did as the wise man suggested. She bought a chicken and plucked it on the way home. When she came to him the next day she told him that she had done what he asked her to do. The wise man said to her, "Now, I want you to go home today by the same road you took yesterday, and pick up every single feather you dropped along the path." The woman was distraught, and protested that there was absolutely no way she could find and pick up all those feathers. The wind would have surely blown them everywhere!

The wise man quietly responded, "You are correct…and you see, just as you can never retrieve all those feathers, there is no way you can ever restore the reputation of the woman whom you harmed with your words."

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## Additional Sources of "Feathers" Stories

- Cyberbullying: Feathers in the Wind (video version)
  NetSmartz, http://www.netsmartz.org/resources/reallife.htm

- Feathers: A Jewish Tale from Eastern Europe by Heather Forest (picture book version)
  August House Publishers, Inc., 2005, 32pp, ISBN: 0874837553

- Feathers in the Wind and Other Jewish Tales by Susan Stone (audio version)
  2001, ASIN: B00005M0U6

- Spinning Tales, Weaving Hope: Stories, Storytelling, and Activities for Peace, Justice and the Environment, Vol. 1 by Ed Brody et al. (eds.) (short story version)
  New Society Publishers, 2002, 296pp, ISBN: 0865714479

- Wisdom Tales From Around the World by Heather Forest (short story version)
  August House Publishers, Inc., 1996, 156pp, ISBN: 0874834791

- Yettele's Feathers by Joan Rothenberg (picture book version)
  Hyperion Books for Children, 1995, 32pp, ISBN: 0786800976

# Emoticons

**:-)**   happy

**:-(**   sad

**:' -(**   upset (crying)

**:-||**   mad

**:-@**   furious (screaming)

**:-D**   laughing

**=:O**   frightened

**:-/**   confused

**:-o**   surprised

**>O**   hurt (ouch!)

# How to Handle Hurtful Messages

These tips can help you to make good choices when faced with hurtful online messages.

1. Never talk to people you don't know online.

2. If you receive a bullying message:

    ✎ Do not answer, but save it 💾.

    ✎ Sign off of the computer right away.

    ✎ Tell a grown-up about the message.

3. If you receive a hurtful message from a friend or classmate:

    ☆ Think before answering. Sometimes it is better to share your feelings face-to-face.

    ☆ If you answer online, be careful with your words. Remember that you can't take them back.

    ☆ Keep the message private. Never pass around messages that might hurt others.

# How to Handle Hurtful Messages

Online bullying and unfriendly messages can make us feel sad, angry, ashamed, and confused about how to respond. The following tips will help you to make positive choices when faced with online bullying and other hurtful messages.

1. Never respond to messages from people you don't know.

2. If you receive a bullying or threatening message from anyone:

   ➯ Do not respond, but save 💾 or print it 🖨.

   ➯ After you save the message, sign off of the Web site, chat room or instant messaging area right away.

   ➯ Then tell a trusted adult (such as a parent or teacher) about the message.

      ☆ An adult can help you to block the addresses of people who are not friends and who are sending hurtful messages.

      ☆ A trusted adult will also report online bullying to others if needed, such as the school principal, the bully's parents or the police.

3. If you receive an angry or hurtful message from a friend or schoolmate:

      ☆ Think carefully before responding. Decide if it would be better to respond face-to-face rather than online.

      ☆ If you decide to respond online, take a few minutes to think about and organize your message before sending. Remember that your message can't be taken back once sent, and that it can be saved or forwarded to others. Don't write anything that you may be sorry for later.

   ☆ Remember that the person reading the message can't see or hear you. Use signs like **:-(** for sad or **:-/** for confused to make your emotions clear.

   ☆ Don't write words in all capitals (it's like shouting) or use your words in ways that carry anger.

   ☆ Keep the message private and don't forward to others. If you need advice from a friend about how to handle a tough situation, talk in person. Never pass around messages that might hurt or embarrass others.

# Scenarios: Online Bullying and Social Aggression

**1.** You find out about a Web site created to make fun of you. It includes embarrassing photos and nasty comments about your family because they are from Mexico and speak English with an accent. It also includes your e-mail address and encourages visitors to send mean messages to you. How do you respond?

**2.** You have been receiving hurtful e-mails for the past few weeks from an address you don't recognize. At first they just include insults about being fat, so you ignore them. But now they are coming more often and include threats that make you feel unsafe. How do you respond?

**3.** Your parents agree to hold your birthday party at your favorite laser tag place, but because of the expense you are only allowed to invite three friends. One of your classmates is angry that he is not included and posts a mean message about you on his online journal. Other kids at school spread the posting around and it finally lands in your inbox. How do you respond?

**4.** A group of girls have created a private chat room, where they talk about what they're going to wear to school and make social plans for the weekends. You try to join, but are rejected. When you IM a friend to ask why you have been excluded, she replies that some of the girls think you're weird because of the thick glasses you wear. How do your respond?

**5.** You are IMing one evening with a friend, who asks you what you think of a classmate. At first you don't reply, but she keeps asking, writing things like, "Isn't she stuck up?" You finally write back that you agree and then get an angry message from the classmate, who has been secretly sitting beside your friend the whole time. How do you respond?
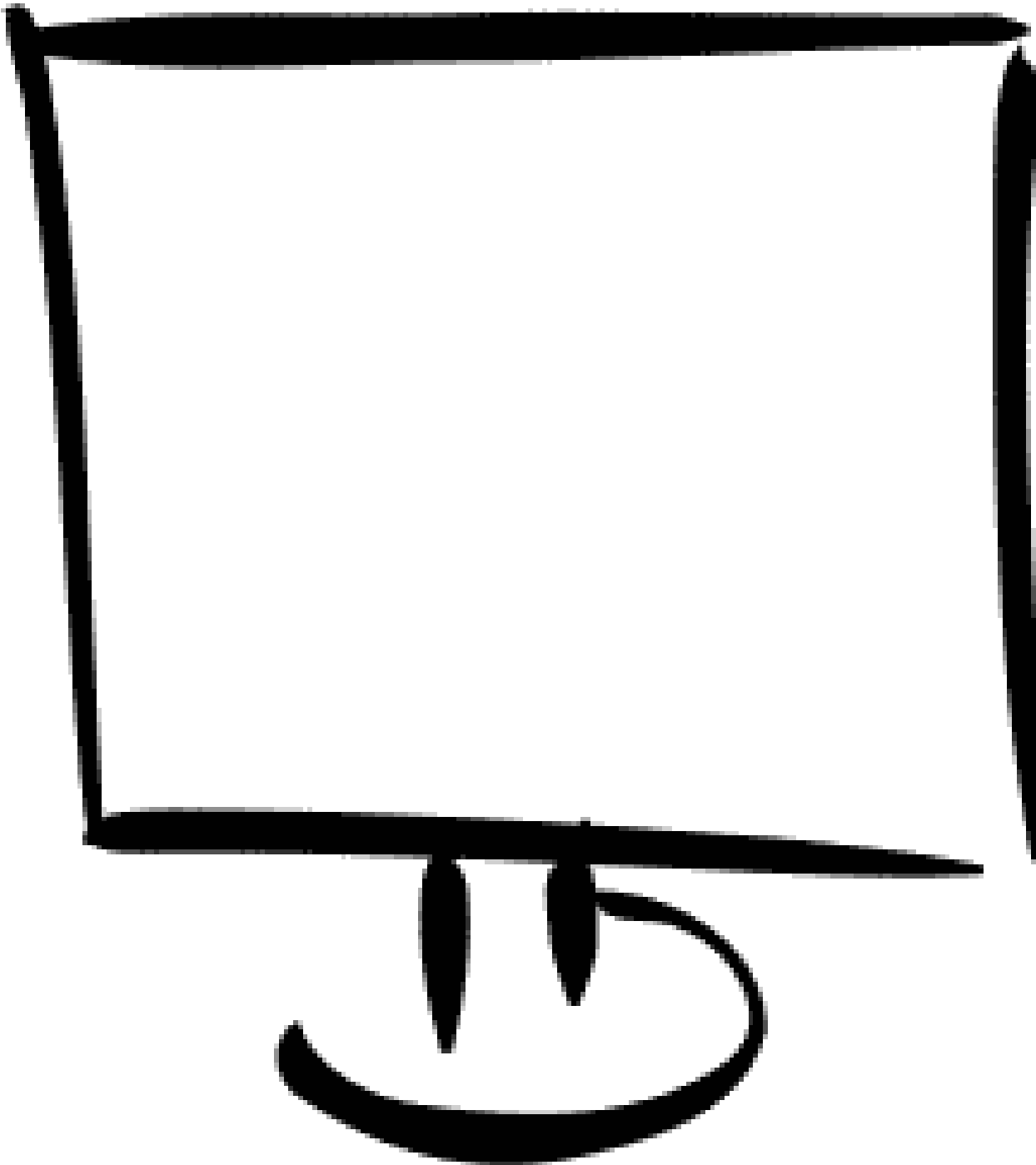
**6.** You get an e-mail from an unknown sender with an embarrassing photo of you.  You can tell that the picture was taken during recess when you were trying out some silly dance moves, but it has been changed to make you look ridiculous.  A classmate tells you the name of an older student who he says took the picture with a cell phone.  How do you respond?


**7.** After telling your friend a personal secret and making her swear not to tell anyone, you read about your secret in another classmate's online journal.  How do you respond?


**8.** You get an angry e-mail from a friend who accuses you of spreading rumors about him.  You deny it and he forwards messages from your account, saying that he is poor, dirty and wears the same clothes every day.  You know that you never sent the messages and figure that someone must have stolen your password and pretended to be you.  How do you respond?


**9.** You have a disagreement with a teammate at practice, and the coach ends up benching your teammate for the next game.  That night you receive furious IMs from the teammate, calling you names and telling you that you've ruined everything.  At first you don't reply, but the messages keep coming and get more and more angry.  How do you respond?

# How Would You Respond?

# Middle Level Lesson:
# Dealing with the Social Pressures that Promote Online Cruelty

*Rationale:* The purpose of this lesson is to increase awareness among middle school students about the problem of cyberbullying and provide them with strategies to deal effectively with the social pressure that encourages them to participate in online cruelty.  After hearing the true story of a target of cyberbullying, students explore the nature and extent of the problem in their own lives.  Through a public service announcement and case studies, students consider why cruelty is so common in an online forum and use this insight to build empathy, explore personal motivations and devise positive alternatives for online communication.

**NOTE:**  This lesson focuses only on the ways in which children communicate with peers online.  It is not intended to be a comprehensive approach to Internet safety, which should address topics such as predatory behavior, privacy and the safeguarding of identity.  For resources on these broader issues, consult the organizations listed in Cyberbullying Resources.

*Objectives:*

- Students will increase their awareness of the problem of cyberbullying.
- Students will consider what motivates young people to participate in online cruelty.
- Students will increase their empathy for others.
- Students will develop strategies for resisting peer pressure and communicating in positive ways online.

*National Standards* (.pdf format -35 KB - requires Acrobat Reader)

*Age Range:* Grades 5-9

*Requirements:*

Handouts and Other Documents: (.pdf format -35 KB - requires Acrobat Reader)

- *Welcome to the Web Site that Makes Fun of Dave* (one for teacher use)
- *Understanding and Addressing Online Cruelty* (one for teacher reference)
- *Cyberbullying Scenarios* (one scenario for each small group)
- *Internet Safety Strategies for Students* (one for each student)

Other Materials: Talent Show and Kitchen public service announcements, laptop/LCD projector, screen, Internet access, chart paper, markers and other colorful writing implements

Advance Preparation

- Reproduce handouts as directed above.
- Prepare laptop/LCD projector for viewing of cyberbullying PSAs (see step #3).
- Write the following at the top of a sheet of chart paper: "If you wouldn't say it in person, why say it online?" (see step #4).
- Cut the Cyberbullying Scenarios into strips, one for each small group (see step #5).
- Write the following in the center of a sheet of chart paper: "Class Code of Ethics for Internet Communication" (see step #8).

Time: Approximately 90 minutes or two class periods

*Techniques and Skills:* brainstorming, case study, cooperative group work, critical thinking, forming opinions, large and small group discussion, media literacy

*Key Words:* continuum, cyberbullying, ethics, harassment, parameters, retaliation

*Procedures:*

**Part I: Exploring the Nature and Extent of Cyberbullying (35-45 minutes)**

1. Tell students that you are going to share an incident that happened to a real teenager named David in the recent past. Ask them to close their eyes as they listen, and to imagine that they are a student at David's school. Read aloud from the handout, Welcome to the Web Site that Makes Fun of Dave, then discuss the following:
   - How did it make you feel to hear about this incident?
   - What do you think motivated the students who created the Web site?
   - What about those who added comments or e-mails and those who chose not to tell anyone about what was taking place?
   - What would you have done if you received a link to the Web site or a message inviting you to visit and join in?

2. Ask students to consider if cyberbullying, or online cruelty, is a common occurrence in their lives. Direct them to form a human continuum, standing to one side of the room if they feel it is extremely common, the other side if it is rare, or somewhere in-between that reflects their experience. Ask for volunteers at different points in the continuum to explain why they chose their position. Solicit specific examples from them, making sure that they respect the confidentiality of others and avoid stories that will offend or embarrass their peers. Have students return to their seats.

3. Play one or both of the following public service announcements, which were created by the National Crime Prevention Council for its cyberbullying prevention campaign.
   - Talent Show (video clip, 50 seconds)
   - Kitchen (video clip, 50 seconds)

4. Post a sheet of chart paper with the following question at the top, which appears at the end of each PSA: "If you wouldn't say it in person, why say it online?" Challenge students to articulate why cruelty is so common in an online environment and list their responses.

(Consult the reference sheet, Understanding and Addressing Online Cruelty, and add some of these examples to the chart if students don't address them.)

**Part II: Identifying Strategies for Positive Online Communication (45 minutes)**

5. Divide the class into small groups of 3-4 students. Assign each group one of the situations from the handout, Cyberbullying Scenarios (or provide other scenarios that relate to your students' particular experience.) Instruct each group to do the following, allowing about 15 minutes to complete the tasks:

   - Identify the reasons or motivations for the cyberbullying, drawing from the chart created in step #4 above.
   - Discuss the impact of the cyberbullying on all of the students involved and the potential consequences of the negative behavior.
   - Discuss alternatives to the negative behavior described, and rewrite the scenario to incorporate more positive conduct. (For example, the scenario describing a student who participated in cyberbullying to fit in with the popular crowd might be rewritten to depict the same student reporting the cyberbullying and looking for friendship in other circles.)

6. Reconvene the class and have each group share its work. Reinforce positive strategies for dealing with the pressures that induce young people to participate in cyberbullying, drawing from the reference sheet, Understanding and Addressing Online Cruelty, where appropriate.

7. Conclude the lesson by suggesting that the most important way to deal with the impulse to participate in online cruelty is to reflect on the kind of person we want to be and the personal values that guide our behavior toward others. Ask students to think of one statement that reflects their values regarding conduct toward others online. Share one or more of the following examples if necessary and allow a few minutes for students to silently reflect and come up with their statements.

   Examples

   - Always use respectful language.
   - Protect your own and others' safety.
   - Value all people and never ridicule others.
   - Respect privacy and avoid gossip/rumors.
   - Include others in online communities.
   - A person with feelings is on the other end of every click.

8. While students are thinking, post a sheet of chart paper and write the following in the center: "Class Code of Ethics for Internet Communication." As students are ready, invite them to write their statements "graffiti style" on the chart paper (have a variety of markers, paint pens, etc. on hand). Ask for some volunteers to read their statements aloud. Hang the chart in a visible area as an ongoing reminder of the expectations set forth during this lesson.

9. Distribute the handout, Internet Safety Strategies for Students, and review the information with students to reinforce safe and responsible Internet use. Send the handout home for students to share and discuss with family members.

# Understanding and Addressing Online Cruelty

| REASONS[1] for online social aggression | STRATEGIES for reducing online social aggression |
|---|---|
| 1. I can't see you (invisibility lessens empathy). | • Visualize the person on the receiving end of the message and imagine how they will feel.<br>• Balance time spend online with activities that involve face-to-face interaction. |
| 2. You don't know me (anonymity emboldens people to say things they normally wouldn't). | • Picture yourself saying this to someone in person. Could you? How would it feel? |
| 3. See you later (communication that does not involve immediate, real-time feedback may reduce inhibitions). | • Think about the response your message may provoke at a later time from the recipient, other peers and adults. |
| 4. It's just a game (the Internet may seem like a world separate and apart, with different rules and norms). | • Consider the real-life outcomes and consequences that your actions could have.<br>• Never engage in fantasy play without others' consent and willing participation. |
| 5. It's not me (responsibility for cruel behavior may be placed on an online persona or identity rather than on oneself). | • Ask yourself if the person on the receiving end will experience your comments as part of a fantasy or role-play. |
| 6. Look at me (personal attacks are an easy way to attract notice; negative attention may be better than no attention). | • Reflect on how you really want others to view you.<br>• Consider behaviors that will lead to positive attention and friendships. |
| 7. Don't mess with me (retaliation online is less threatening than standing up to a foe in person). | • Consider whether revenge will actually solve your problems or make you feel better.<br>• Talk to a trusted adult about proactive solutions. |
| 8. I'm one of you (participating in online cruelty may seem like a way to gain social acceptance; standing up to it may seem like it will bring ostracism). | • Ask yourself if you really want friends who are cruel to others.<br>• Talk to an adult about ways to avoid online hostility and support those who are targeted. |
| 9. You're not like me (the Internet may be a vehicle for expressing hate or prejudice that is socially unacceptable at school). | • Imagine how it would feel if you were targeted for being different.<br>• Seek help from a teacher or counselor who can help you to deal with negative feelings. |

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[1] Reasons 2-4 are from Suler, J. 2004. The Online Disinhibition Effect. CyberPsychology and Behavior 7: 321-326; reasons 1, 5 and 6 are from Willard, N. 2007. Educator's Guide to Cyberbullying and Cyberthreats. Center for Safe and Responsible Use of the Internet. Retrieved from http://www.cyberbully.org/cyberbully/docs/cbcteducator.pdf.

# Welcome to the Web Site that Makes Fun of Dave

After being teased, taunted and punched for years, some peers set up an abusive Web site about David that made his life unbearable.  The site—titled "Welcome to the Web site that makes fun of Dave"—was active for months before David found out about it; none of his friends or classmates bothered to warn him about it.

The students who created the Web site included pages of hateful comments directed at David and his family.  Soon other students at school joined in, posting rude remarks that embarrassed David and smeared his reputation.  Some students used a link to David's e-mail address to send messages like this one: "You're gay, don't ever talk again, no one likes you, you're immature and dirty, go wash your face."

The abuse went on for seven long months before the Web host agreed to take down the site.  By that time David felt so defeated that he decided to leave school and complete his studies at home.

"Rather than just some people, say 30 in a cafeteria," commented David, "hearing them all yell insults at you, it's up there for 6 billion people to see. Anyone with a computer can see it.  And you can't get away from it. It doesn't go away when you come home from school. It made me feel even more trapped."

# Cyberbullying Scenarios

1. You are sitting around the computer with a group of friends at a Friday night sleepover when Emily asks, "Who don't we like? Who can we mess with?" Someone suggests Sarah, a girl with a physical disability that causes her to walk with a limp. For some time, Sarah has been trying to become part of your group, but has been excluded because some girls think she is "weird." When you all discover that Sarah is online, Emily sets up a fictitious screen name and sends Sarah an IM that says, "Nice moves in gym class yesterday. Walk much?" You laugh along with the other girls and participate in more mean messages.

2. You have an account on a gaming site, where you like to play World of Warcraft with your online friends. One day your parents discover an e-mail from the site administrator indicating that the account will be terminated due to the posting of the following message: "I hate Hitler because he didn't finish the job – he should have killed all the Jews." At first you swear that you had nothing to do with the message, but later admit that you were encouraged to post it by another student, who has been calling you mean names and threatening to hurt you. You tell your parents that you figured it wouldn't hurt anyone to post the message and it might get the bully to finally leave you alone.

3. You are furious with your best friend after hearing that he went on a date with a girl he knows you have liked since the sixth grade. You dig out an old photo of your friend from before he transferred to your school and before he lost fifty pounds. You scan the picture of a very overweight fifth-grader into your computer and e-mail it to the girl with a message saying, "Just thought you should know what your boyfriend really looks like."

4. A group of anonymous students have created a Web site about one of their classmates named Larry. Although Larry does not identify as a gay person, the Web site includes postings about Larry being gay that include made-up stories, jokes and cartoons involving Larry and other students at the school. The site includes a place where visitors can post comments and an email link for people to send their messages directly to Larry. You receive an e-mail with a link to the site. Though you don't post any new comments to the site, you forward the e-mail with the link to your friends.

5. You have a disagreement with one of your teammates at a game and the coach ends up benching you for the remainder of the game. Afterwards, you are so steamed that you send an angry text to your teammate, blaming her for everything. She texts back, trying to explain her side of things, but this angers you further and you end up sending a series of nasty text messages, calling her mean names and even threatening to "put her in her place" if she messes with you at the next game.

6. Hanif is one of only a few Muslim students at your school. On a day when the morning news includes the report of a terrorist attack on a subway in another country, a group surrounds Hanif after school, calling him a "terrorist" and questioning his loyalty to the U.S. You are part of a group of onlookers, who watch as the group starts pushing and slapping Hanif. At the suggestion of your friend, you video the attack on your cell phone and later spread it around the school via e-mail using an anonymous account.

7. After rehearsal for the school play, Jill remains in the auditorium by herself to practice dance moves, forgetting that the video camera is still on. The next day you and a friend discover the video of Jill, which contains some silly and embarrassing footage. As a gag, you decide to create a fake MySpace page for Jill that contains some of the footage, and you invite the whole school to be her "friend." The video of Jill dancing becomes a school-wide joke, and people start to add visual and sound effects that make Jill look even funnier. Before long, the video begins to spread around the Internet and Jill receives hundreds of harassing messages.

# Internet Safety Strategies for Students

## Before going online…

☑ Make some rules with your parents/guardians before you go online, like the time of day and length of time you can be online, and sites you are allowed to visit. Don't bend the rules or visit other Web sites without their permission.

☑ Try to limit your cell phone and Internet use to a reasonable amount of time, and make sure you are keeping a healthy balance between online and in-person activities.

☑ Keep in mind that no message is completely private, including texts and e-mail. Your school and adult family members may be watching your online activity, and the police can recover all messages—even if you deleted them. If you are using the Internet to embarrass, threaten, harass or hurt others, chances are you will be caught.

☑ Be aware that many Internet and cell phone service providers have rules about behavior. If you break them, your account—and every account in your home—could be canceled. If you break the law, you may also be reported to the police.
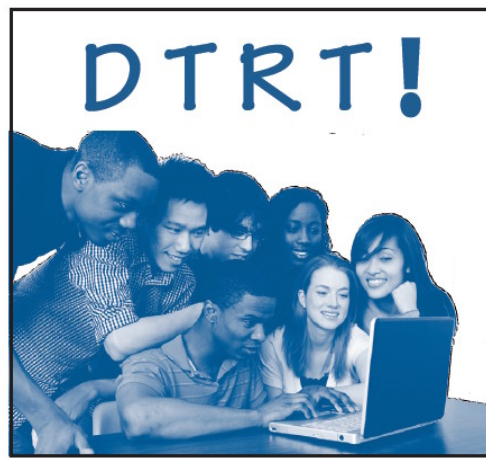
## While online…

☑ Never share private information about others and never say things that might make them feel unsafe or uncomfortable, even if you mean it as a "joke."

☑ Don't share personal or private information online—like your full name, school name, home address, phone number and personal photos—in places where strangers or people you don't trust can find them.

☑ Keep passwords and PINs to yourself—don't even tell your best friend—but never hide this information from your parents/guardians. They'll trust you more if you're open with them, and if a serious problem occurs, they made need this information to help you.

☑ Don't leave cell phones or other electronics out of sight. Keep them where you can see them at all times.

☑ Don't talk to strangers online, where it is easier for people to lie about their identity. A friend you meet online may not be the best person to talk to if you are having problems.

☑ Don't send your picture or personal information to strangers or people you only know online, and don't arrange to meet them without a parent's/guardian's permission.

☑ Don't open messages or attachments from people you don't know.

**If you experience online bullying...**

☑ Don't respond to bullying or inappropriate messages, but save them as evidence.

☑ Talk about problems you experience online with an adult that you trust, like a family member, teacher or school counselor.

☑ Always report online bullying, hate messages, inappropriate sexual activity and physical threats (including possible suicide attempts) to an adult family member, school authorities or the police.

☑ Block the e-mail addresses and cell phone numbers of people who are sending unwanted messages; change your phone numbers, e-mail addresses, screen names and other online information if necessary.

☑ For serious or continuing problems, file complaints with e-mail services, Internet Service Providers, Web sites, cell phone companies, etc. They can find the offenders, cancel their service and report them to the police if necessary.

☑ If you don't feel comfortable reporting problems yourself, ask a friend or adult to do it for you. Keeping the people close to you aware of what's going on will make you feel safe and supported.

☑ When in doubt about what to do, log off the computer and ask for help from a trusted adult.

# Secondary Level Lesson:
# Cyberbullying and Online Cruelty:
# Challenging Social Norms

*Rationale:* The purpose of this lesson is to increase awareness and empathy among students with regard to cyberbullying and online social cruelty. Through visual media and discussion, students are encouraged to reevaluate their own online behavior and to explore their collective civic responsibility to make the Internet a safe "neighborhood." Students are challenged to analyze how social norms contribute to negative online behavior, and to design a campaign to reshape these norms in their school community.

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**NOTE:** This lesson focuses only on the ways in which students communicate with peers online. It is not intended to be a comprehensive approach to Internet safety, which should address topics such as predatory behavior, pornography, privacy and the safeguarding of identity. For resources on these broader issues, consult the organizations listed in Cyberbullying Resources.

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*Objectives:*

- Students will increase their awareness about the problem of cyberbullying and develop greater empathy for the targets of online social cruelty
- Students will explore their civic responsibility to make the Internet a safe space
- Students will investigate how social norms around online behavior influence them
- Students will work to change the social norms in their school community

**National Standards** (.pdf format -35 KB - requires Acrobat Reader)

*Age Range:* Grades 9-12

*Requirements:*

Handouts and Other Documents: (.pdf format -35 KB - requires Acrobat Reader)

- *Online Behavior: What Do We Think?* (one for each student)
- *If the Internet was a Neighborhood*, *Challenging Social Norms at Rutgers University* and *Challenging Social Norms at University of Missouri-Columbia* (create overhead transparencies of these images or save them on a laptop so they can be projected on to a large screen)
- *Background for Educators: Social Norms Theory* (for teacher reference only)
- *Internet Safety Strategies for Students* (one for each student)

Other Materials: laptop/LCD projector or overhead projector, screen, Internet access, large sheets of newsprint or construction paper, assorted art supplies (markers, crayons, etc.)

Advance Preparation
- Reproduce handouts as directed above.
- Prepare a laptop/LCD Projector for viewing of cartoon (see step #3), film (see step #5) and poster (see step #9).

Time: Approximately two hours or three class periods (Note: If time is limited, implement only Part II of the lesson, which can be completed in 45 minutes)

***Techniques and Skills:*** analyzing visual art, brainstorming, collecting and analyzing data, cooperative group work, forming opinions, large and small group discussion, media literacy, social action

***Key Words:*** bystander, civic, cyberbullying, denigration, exclusion, flaming, harassment, impersonation, misperception, outing, social networking sites, social norm

***Procedures:***

**Part I: Pre-Lesson Survey (10 minutes)**

1. A day before the lesson, have students fill out the survey, Online Behavior: What Do We Think?[1] Explain that they should answer each question twice, once based on what they believe and once based on what they think the majority of their peers believe. Emphasize that the survey is anonymous (no names should be written on top) and encourage them to answer honestly.

2. Collect the surveys and tally student responses by calculating both the average numerical response for each item and the number of students who chose 4 (agree) or 5 (strongly agree) for each item. Save the original surveys as they will be used in class during the lesson.

**Part II: Building Awareness and Empathy about Cyberbullying (45 minutes)**

3. Project the cartoon, If the Internet was a Neighborhood, on to a large screen. Discuss the image using the following questions:
   - What do you observe?
   - In what ways does this cartoon reflect your online experience?
   - Is there anything missing from this picture? *(Mention cyberbullying and online social cruelty if students do not bring it up.)*
   - Would you want to live in a real-life version of this neighborhood?
   - Why do people put up with such environments online?

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[1] Willard, Nancy. An Educator's Guide to Cyberbullying and Cyberthreats. Center for Safe and Responsible Internet Use, http://www.cyberbully.org/cyberbully/docs/cbcteducator.pdf (accessed January 2008); and Smolinsky, Tanya. Unpublished documents. The Gay Alliance of the Genesee Valley. The norms on the survey are adapted from Willard and the survey itself was adapted from original work by Smolinsky. All material used with permission.

**NOTE:** During this discussion, begin to explore with students the notion of a collective civic responsibility to make the Internet a safe "neighborhood." Challenge the assumption that negative behavior online is something that "we just have to put up with" or "can't do anything about."

4. Tell students that while this cartoon highlights a number of negative Internet behaviors, this lesson's focus will be on the issue of cyberbullying because it seems to be a growing trend among young people. Use the following questions to learn what students know about cyberbullying and what their experiences have been with this problem.

   ▪ What is cyberbullying? *(Cyberbullying is willful and repeated harm inflicted through electronic media.[2])*
   ▪ What forms does it take among your peers? *(Some forms include flaming, harassment, denigration, exclusion, impersonation, outing and trickery; see* Glossary of Cyberbullying Terms *for definitions.)*
   ▪ Where does it happen most often? *(Common vehicles include social networking sites [*MySpace*,* Facebook*, etc.], other Web sites, chat rooms, e-mail, instant messaging, text/picture/video messages, gaming sites, blogs and message boards.)*
   ▪ What experiences have you had with cyberbullying?
   ▪ How do you/other youth respond when it happens? How about adults?

5. Show Let's Fight it Together, a seven-minute film produced in the United Kingdom by Childnet for the Department for Children, Schools and Families to help sensitize young people to the pain and hurt which can be caused by cyberbullying. After the viewing, elicit student reactions and discuss the following questions:

   ▪ Why do you think Kim targeted Joe for harassment?
   ▪ Why do you think Joe endured the cyberbullying without seeking help?
   ▪ Why do you think Rob and the other bystanders joined in or allowed the cyberbullying to go on without interrupting it?
   ▪ Have you experienced or witnessed instances of cyberbullying like this one? If so, how did you respond? After watching this film, would you respond differently in the future?

**Part III: (60-90 minutes)**

6. Suggest that one reason many young people put up with online bullying and cruelty has to do with something called *social norms*. Explain to students what this means and how it relates to cyberbullying by paraphrasing from the reading, Background for Educators: Social Norms Theory.

7. Tell students that the survey they filled out, Online Behavior: What Do We Think?, is meant to demonstrate how social norms work. Randomly redistribute the surveys filled out earlier, one to each student. Ask students to stand if the survey they received indicates that the individual (who filled it out) agrees (4) or strongly agrees (5) with the first statement. Have

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[2] Definition adapted from Patchin, Justin and Hinduja. Sameer. Cyberbullying Fact Sheet, http://www.cyberbullying.us/01_cyberbullyingfactsheet.pdf (accessed January 2008).

everyone look around before sitting down.  Next ask people to stand if the survey in their hand indicates that the typical peer agrees (4) or strongly agrees (5) with the statement.  Have everyone look around again before sitting down.  Repeat this process for the remaining three statements.  Summarize the results of this survey by posting or verbally sharing the tally you compiled in step #2 above, then discuss the following questions:[3]

- What did you observe during this exercise? *(Most often, individuals believe that their own online behavior and attitudes are different from their peer's behavior and attitudes.)*
- How do you think that this misperception affects people's behavior? *(Students are more likely to take part in negative online behavior and less likely to stand up to it.)*
- Now that you have more accurate information about your peers' attitudes, how might this affect your behavior? *(Students will feel more comfortable resisting cyberbullying and other forms of online social cruelty, and acting as an ally to those who have been targeted.)*

8.  Ask students for concrete examples of how the four social norms listed on the survey play out in their day to day lives.  Elicit stories that demonstrate, for example, how assumptions about the meaning of free speech have led students to say cruel things online; or how the unwritten code, "what happens online stays online," has prevented students from reporting cyberbullying that they witnessed even though they knew it was wrong.

9.  Ask students if they think that it is possible to change the social norms in a community.  Inform them that social scientists have come up with ways to re-educate students about social norms to address campus problems such as binge drinking, sexism and homophobia.  Display the Challenging Social Norms at Rutgers University and University of Missouri-Columbia posters and explain that these were part of campaigns designed to correct misperceptions of, and to reduce, student alcohol and other drug use.  Tell students that these posters were distributed through campus media, presentations, and mailings to first year students, members of Greek organizations, athletes and other groups most likely to engage in excessive drinking.

10. Tell students that they are going to engage in an experiment to see if they can reshape the norms in their community around negative online behavior.  Divide students into four groups and assign each group one of the following online social norms from the survey:

- I have a free speech right to say whatever I want online.
- On the Internet it is okay to reveal personal secrets for others to see.
- What happens online should stay online.
- What happens online is mostly a game, so no one can really get hurt.

Instruct each group to come up with a message for re-educating their peers about the norm they were assigned, to create a poster illustrating the message and to identify some strategies for disseminating their message.

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[3] Smolinsky, Tanya. Unpublished documents.  The Gay Alliance of the Genesee Valley.  Survey and social norms activity adapted from original work by Tanya Smolinsky and used with permission.

11. Reconvene the class and have each group share its work.  Ask students to come up with a name for the overall campaign and to create a plan for launching it in the school.

12. Distribute the handout, Internet Safety Strategies for Students, and review the information with students to reinforce safe and responsible Internet use.  Send the handout home for students to share and discuss with family members.

# Online Behavior: What Do We Think?

For each of the statements below, circle the numbers that most closely correspond with both your own belief and the belief you feel is typically held by members of your peer group.

**1**=strongly disagree; **2**=disagree; **3**=unsure; **4**=agree; **5**=strongly agree

**1. I have a free speech right to say whatever I want online.**

    a. Your response                   1     2     3     4     5

    b. Your peers' typical response    1     2     3     4     5

**2. On the Internet it is okay to reveal personal secrets for others to see.**

    a. Your response                   1     2     3     4     5

    b. Your peers' typical response    1     2     3     4     5

**3. What happens online should stay online.**

    a. Your response                   1     2     3     4     5

    b. Your peers' typical response    1     2     3     4     5

**4. What happens online is mostly a game, so no one can really get hurt.**

    a. Your response                   1     2     3     4     5

    b. Your peers' typical response    1     2     3     4     5

# If the Internet was a Neighborhood



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# Background for Educators: Social Norms Theory

Social norms are people's beliefs about the attitudes and behaviors that are normal, acceptable, or even expected in a particular social context. In many situations, people's perceptions of these norms will greatly influence their behavior. When people misperceive the norms of their peer group—that is when they inaccurately think an attitude or behavior is more (or less) common than is actually the case—they may choose to engage in behaviors that are in sync with those false norms.[1] Pluralistic Ignorance is the term that is used in academia to discuss social norms theory and refers to the incorrect belief that one's private attitudes, judgments or behavior are different from others.

Social norms theory has been most commonly applied to the problem of excessive alcohol consumption on college campuses. Many studies have shown that college students overestimate how much their peers drink. Prevention experts have argued that this misperception of the norm drives greater alcohol consumption. A growing body of evidence suggests that providing information to students about accurate drinking norms is associated with decreased drinking on campus.[2]

With regard to cyberbullying, many youth may falsely believe that online rumors, teasing and cruelty are approved of by their peers and that it would invite ostracism to refuse to participate in or to take a stand against such behavior. This misperception may cause young people to avoid acting as an ally to the targets of cyberbullying and to even engage in negative behaviors with which they privately feel uncomfortable. Over time, online social aggression may become normalized for youth, and they may become desensitized to its damaging effects on others. However, interventions that correct students' misperceptions by demonstrating that most young people don't find online cruelty to be "cool" could provide students with the awareness and confidence needed to avoid cyberbullying behavior and to speak out against it.

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[1] From Higher Education Center. Social Norms and Social Marketing, www.edc.org./hec/socialnorms (accessed January 2008).

[2] Ibid.

# Challenging Social Norms at Rutgers University



Yes, 2/3 of Rutgers Students Stop at 3 or Fewer Drinks.
Almost 1 in 5 Don't Drink at All.
*We got the stats from you!*

# Internet Safety Strategies for Students

### Before going online…

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☑ Try to limit your cell phone and Internet use to a reasonable amount of time, and make sure you are keeping a healthy balance between online and in-person activities.

☑ Keep in mind that no message is completely private, including texts and e-mail. Your school and adult family members may be watching your online activity, and the police can recover all messages—even if you deleted them. If you are using the Internet to embarrass, threaten, harass or hurt others, chances are you will be caught.

☑ Be aware that many Internet and cell phone service providers have rules about behavior. If you break them, your account—and every account in your home—could be canceled. If you break the law, you may also be reported to the police.
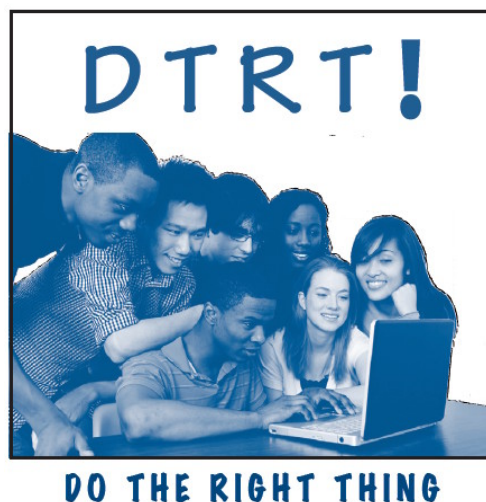
### While online…

☑ Never share private information about others and never say things that might make them feel unsafe or uncomfortable, even if you mean it as a "joke."

☑ Don't share personal or private information online—like your full name, school name, home address, phone number and personal photos—in places where strangers or people you don't trust can find them.

☑ Keep passwords and PINs to yourself—don't even tell your best friend—but never hide this information from your parents/guardians. They'll trust you more if you're open with them, and if a serious problem occurs, they made need this information to help you.

☑ Don't leave cell phones or other electronics out of sight. Keep them where you can see them at all times.

☑ Don't talk to strangers online, where it is easier for people to lie about their identity. A friend you meet online may not be the best person to talk to if you are having problems.

☑ Don't send your picture or personal information to strangers or people you only know online, and don't arrange to meet them without a parent's/guardian's permission.

☑ Don't open messages or attachments from people you don't know.

## If you experience online bullying...

☑ Don't respond to bullying or inappropriate messages, but save them as evidence.

☑ Talk about problems you experience online with an adult that you trust, like a family member, teacher or school counselor.

☑ Always report online bullying, hate messages, inappropriate sexual activity and physical threats (including possible suicide attempts) to an adult family member, school authorities or the police.

☑ Block the e-mail addresses and cell phone numbers of people who are sending unwanted messages; change your phone numbers, e-mail addresses, screen names and other online information if necessary.

☑ For serious or continuing problems, file complaints with e-mail services, Internet Service Providers, Web sites, cell phone companies, etc. They can find the offenders, cancel their service and report them to the police if necessary.

☑ If you don't feel comfortable reporting problems yourself, ask a friend or adult to do it for you. Keeping the people close to you aware of what's going on will make you feel safe and supported.

☑ When in doubt about what to do, log off the computer and ask for help from a trusted adult.



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# CYBERBULLYING: UNDERSTANDING AND ADDRESSING ONLINE CRUELTY
# Correlation of Lessons to the National Standards

## Technology Standards

|  | Lessons | | |
|---|---|---|---|
|  | **Elementary** | **Middle** | **Secondary** |
| Standard 3: Understands the relationships among science, technology, society, and the individual. | **X** | **X** | **X** |

## Language Arts Standards

| **Writing** | Lessons | | |
|---|---|---|---|
|  | **Elementary** | **Middle** | **Secondary** |
| Standard 1: Uses the general skills and strategies of the writing process | **X** | **X** |  |
| **Reading** | | | |
| Standard 5: Uses the general skills and strategies of the reading process | **X** |  |  |
| **Listening and Speaking** | | | |
| Standard 8: Uses listening and speaking strategies for different purposes | **X** | **X** | **X** |
| **Viewing** | | | |
| Standard 9: Uses viewing skills and strategies to understand and interpret visual media | **X** | **X** | **X** |

## Life Skills Standards

| **Working With Others** | Lessons | | |
|---|---|---|---|
|  | **Elementary** | **Middle** | **Secondary** |
| Contributes to the overall effort of a group | **X** | **X** | **X** |
| Works well with diverse individuals and in diverse situations | **X** | **X** | **X** |
| Displays effective interpersonal communication skills | **X** | **X** | **X** |

*Source: Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, by John S. Kendall and Robert J. Marzano (2000, 3rd ed.): Mid-continent Research for Education and Learning (McREL), Aurora, CO; www.mcrel.org/standards*

# Glossary of Cyberbullying Terms

The following reflect the most common forms of cyberbullying, though this list is not exhaustive.

- **Flaming**: Online fights using electronic messages with angry and vulgar language.

- **Harassment**: Repeatedly sending offensive, rude and insulting messages.

- **Cyberstalking**: Repeatedly sending message that include threats of harm or are highly intimidating; engaging in other online activities that make a person afraid for his or her safety.

- **Denigration**: "Dissing" someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships.

- **Exclusion**: Intentionally excluding someone from an online group, like a "buddy list" or a game.

- **Trolling**: Intentionally posting provocative messages about sensitive subjects to create conflict, upset people, and bait them into "flaming" or fighting.

- **Impersonation**: Breaking into someone's account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person's reputation or friendships.

- **Outing and trickery**: Sharing someone's secrets or embarrassing information online. Tricking someone into revealing secrets or embarrassing information, which is then shared online.

Willard, Nancy. An Educator's Guide to Cyberbullying and Cyberthreats. Center for Safe and Responsible Internet Use, http://www.cyberbully.org/cyberbully/docs/cbcteducator.pdf (accessed January 2008).  All definitions from Willard and used with permission, except for "trolling" definition, which was created by ADL.

# Internet Safety Strategies for Students

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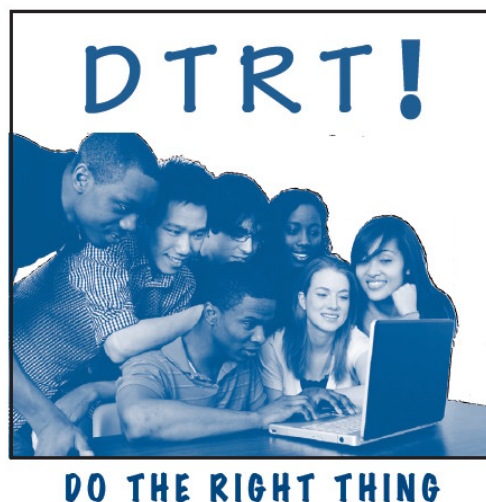
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☑ When in doubt about what to do, log off the computer and ask for help from a trusted adult.



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# Cyberbullying Resources

**Books and Articles**

- Bolton, Jose, ed. 2005. No Room for Bullies: From the Classroom to Cyberspace, Teaching Respect, Stopping Abuse, and Rewarding Kindness. Boys' Town, NE: Boys' Town Press.

- Franek, Mark. 2005. Foiling Cyberbullies in the New Wild West. Educational Leadership 63: 39–43.

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- Kowalski, R.M., Limber, S.P., and Agatston, P.W. 2008. Cyber Bullying: Bullying in the Digital Age. Hoboken, NJ: Wiley, John & Sons, Incorporated.

- UNICEL and the Empower Program. Stand Up: What Every Parent Needs To Know About Cyberbullying. UNICEL, http://www.unicel.com/standup/pdf/StandUpGuide.pdf (accessed January 2008).

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**Videos**

- Adina's Deck. Debbie Heimowitz, 2007, 30 min.
  http://www.adinasdeck.com
  This interactive "choose your own adventure" television pilot series geared towards girls 9-14 concerns four tech-savvy characters with experiences in cyberbullying who now help their friends on the Internet.

- Cyberbullies. Monmouth Junction, NJ: Meridian Education Corporation, 2006, 19 min.
  http://www.films.com/id/12607/Cyberbullies.htm
  This 19-minute video uses dramatizations and Q & A discussions to expand awareness of the issue of cyberbullying. Topics discussed include cyberbullying warning signs, common patterns of abuse, strategies for responding when cyberbullying occurs and legal problems involving privacy and libel.

- Cyberbullying Prevention Public Service Announcements. National Crime Prevention Council, 2007
  http://www.adcouncil.org/default.aspx?id=42
  The NCPC's cyberbullying prevention campaign features several audio and video spots, all under a minute in length, that target 12 and 13-year-olds, particularly girls.  They promote the message, "if you wouldn't say it in person, you shouldn't say it online" and urge viewers to put an end to the cyberbullying chain.

- Let's Fight it Together. Childnet; Department for Children, Schools and Families, 2007, 7 min.
  http://www.digizen.org/cyberbullying/fullFilm.aspx
  This film, available via the Internet, was produced in the United Kingdom to help sensitize young people to the pain and hurt which can be caused by cyberbullying.

- PRIMETIME: Cyberbullying - Cruel intentions. Howell, MI: ABC News, 2006, 40 min.
  http://www.abcnewsstore.com; http://abcnews.go.com/Primetime/story?id=2421562&pa ge=1
  Diane Sawyer reports on how cell phones, digital cameras and personal Web sites combine in new ways that seems to encourage and amplify the meanness of teenage behavior.

- Stop Bullying...Take A Stand! NY: Castle Works, Inc., 2005, 30 min.
  http://www.pbs.org/inthemix/shows/show_bullying.html
  Hosted by Miss America 2003, herself a victim of severe harassment, this program presents a multifaceted approach to preventing bullying, as well as providing help to targets, parents and bystanders. One segment focuses on cyberbullying, with an AOL consumer advisor giving parents and teens advice about how to deal with online harassment;

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- Teenage Research Unlimited. 2006. Teen Internet Safety Survey. Alexandria, VA: National Center for Missing & Exploited Children and Cox Communications.

- Wolak, J., K. Mitchell, and D. Finkelhor. 2006. Online Victimization of Youth: Five Years Later. Alexandria, VA: National Center for Missing & Exploited Children, http://www.missingkids.com/en_US/publications/NC167.pdf (accessed January 2008).

**Online Resources: Websites on Cyberbullying and Online Safety**

- Anti-Defamation League
  http://www.adl.org/education/cyberbullying
  Provides information on in-school workshops and tips for responding to cyberbullying.

- Center for Safe and Responsible Internet Use
  www.csriu.org
  Provides effective strategies to assist young people in developing the skills to behave in a safe,
  responsible and legal manner when using the Internet.

- Cyberbullying.org
  www.cyberbullying.org
  Provides resources to combat online social cruelty among students. Grade levels 6–12.

- Cyberbullying.us
  www.cyberbullying.us
  Explores the causes and consequences of online harassment; includes fact sheets and resources.

- Cybersmart!
  http://www.cybersmart.org/profile/
  Provides online professional development and free curricular resources on cyber safety, Internet
  ethics, creativity and critical thinking.

- i-SAFE
  www.isafe.org
  A non-profit foundation that incorporates classroom curriculum with community outreach to
  empower students, teachers, parents and law enforcement to make the Internet a safer place.

- NetSmartz
  http://www.netsmartz.org
  Run by The National Center for Missing & Exploited Children; offers information and resources
  on Internet safety for educators, parents/guardians, teens, younger children and law
  enforcement.

- Partners Against Hate
  www.partnersagainsthate.org
  Provides a downloadable guide for educators and parents on teaching Internet safety skills.

- Stop Bullying Now! Information, Prevention, Tips and Games
  www.stopbullyingnow.org
  Provides resources and tools as part of the Take a Stand, Lend a Hand, Stop Bullying Now
  campaign.

- Stop Cyberbullying
  www.stopcyberbullying.org
  Provides definitions, strategies and legal considerations relating to cyberbullying.

- Wired Kids, Inc.
  www.wiredkids.com
  Dedicated to protecting Internet users from cybercrime and abuse, and teaching responsible
  Internet use; operates several programs and sites, including Cyberlawenforcement.org,
  InternetSuperHeroes.org, NetBullies.com, Teenangels.org, WiredKids.com, WiredKids.org and
  WiredSafety.org.